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ABSTRACT

A guide for providing after school day care for school age children is presented in this document. Tips are given on how to get a program started (e.g., how to meet with community members, survey needs, and consider alternative forms of day care). Steps in establishing non-profit status are listed. These include obtaining legal assistance, creating a board of directors, obtaining tax exempt status, and employing an administrator. Also mentioned are aspects to consider when opening a center. Aspects include determining the target group, meeting licensing requirements and other regulations, analyzing financial needs, and selecting the center's site, staff, and participants. It is emphasized that the program's goals must be stated clearly, a program statement given to each parent prior to registration, and that community involvement include parent participation, social services, and cultural enrichment. Data are specified regarding what records must include and considerations pertinent to summer care are discussed. An after school day care program in Austin, Texas, is described. Resources for school age children are mentioned, and readings are suggested. Equipment needed in day care programs are listed. (Author/DB)

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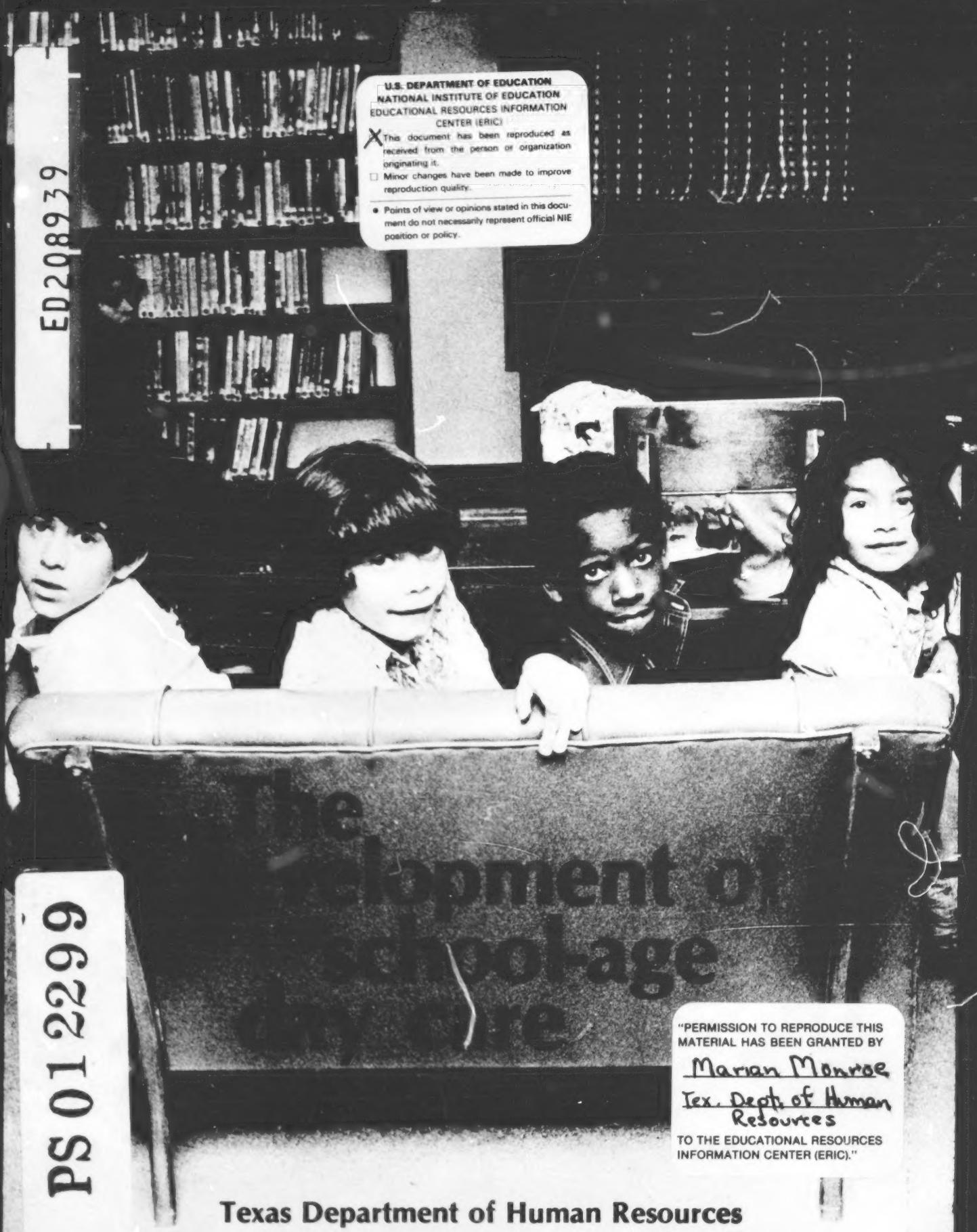

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Port Arthur Texas
LOVE IS

Introduction

"Mary Segal, a secretary in an insurance company, picks up the phone and dials her home. She remembers she used the last of the milk this morning and wants her 12-year-old daughter, Carol, to get another quart at a neighborhood store. The phone rings and rings. Mary glances at her watch. Carol *said* she was coming straight from school this afternoon. . . .

"For many working mothers, such anxiety may be commonplace. Half the mothers in our country have jobs. . . . There are six-and-a-half million preschoolers with mothers in the labor force.

"Only a handful of major cities have enough day care centers to take care of them. The shortage of family homes equipped to provide day care for youngsters is just as acute. According to government estimates, only one in six of the children whose mothers work has a place in a licensed day care center. That leaves five-and-a-half million more preschool kids unaccounted for during their mothers' working hours.

"Where are they? What do the millions of other children, age 6 to 13, do when they are home and Mother is at work? Where do they go when school is out? What do mothers pay for child care when they work? How many quit or stay home because they can't afford the cost?

"Actually, no one knows."*

The lack of adequate after-school child care is a national problem—and one that will continue to grow, as more and more women join the work force. Many families are able to hire baby-sitters, adopt flexible job schedules, or make other private arrangements to care for their children after school. Millions of other families cannot afford these costs in time and money or cannot find good child care resources in their neighborhoods.

What can they do—and what can we do to help?

One approach is to create a non-profit child care agency. This booklet is written as an action guide for the establishment of such an agency. It is based on our experience in launching, maintaining, and expanding Extend-A-Care, a private non-profit agency in Austin, Texas, which serves more than 800 children. You may find these notes helpful as you plan quality care for your community's children. While this booklet focuses on the non-profit agency, other solutions are also discussed.

If you would like more information, write to:

Extend-A-Care, Inc.
4006 Speedway
Austin, TX 78751
512/454-3651

*Reprinted from "It's Four O'Clock Do You Know Where Your Children Are?" by Jane Whitbread, in *Women Who Work*, special edition of *Family Circle* Inc., March 1978. Published by permission of Curtis Brown, Ltd., 575 Madison Avenue, N.Y., 10022.

I. Providing after-school care for the school-age child

Getting started

Meet with the community

If lack of adequate child care for school-age children is a problem in your community, many people will be aware of it, many will be concerned enough to wish that something could be done about it. The solution to the problem begins by bringing these people together and getting them started working on the problem.

One way to go about it would be to sponsor, in cooperation with a few others who share your concern, a meeting of people likely to be as interested in solving the problem as you are. Groups to invite might include representatives of:

- School district officials
- Child care providers (public and private)
- Firms and agencies employing many women
- State welfare agency
- State education agency
- Recreational program directors (public and private)
- College and university child development departments
- Parent groups
- Church groups
- Women's organizations
- Chambers of commerce
- Children's organizations (such as Scouts)
- Neighborhood organizations

Set a date and get a meeting place in a school, church, or other easily accessible location. Then ask the cooperation of the groups above in getting the word around. Ask that they announce, publish in newsletters, or post on their bulletin boards the time, place, and purpose of your meeting. Some radio stations and newspapers will carry small announcements without charge. Grocery stores and washaterias have bulletin boards you can use.

In the meeting, discuss the scope of the problem, and let people express their needs. But be prepared to offer proposals for definite steps. Probably the group will recognize the importance of assessing the actual extent of the need. Each person there may be worried by lack of facilities for a child, but there may not be wide enough need to justify extensive planning and organization. A survey would be very helpful. The group also should begin to think about possible solutions, considering alternatives.

Don't end the meeting until plans are made for follow-up meetings. Agree upon a date, set up a small steering committee, get volunteers or make assignments for people to work on the survey and to bring back any other reports needed. Don't let people go home without a sense of progress, and a commitment to further efforts.

Survey the need

Make a survey of the after-school child care needs in your community. The need could be assessed through a questionnaire sent home by the schools, through a telephone sampling, included in a neighborhood survey, or in some other acceptable form. The school district, the city planning department, or neighborhood associa-

tions may be helpful in both the survey of need and in a survey of existing programs.

Make a survey of the child care programs in your community and compare them with the need. This could be done for the total community or a smaller area, depending on your goals. Consider such basic questions as: How many children need after-school care? Is the quantity and quality of care offered in the community high enough? Where are the gaps? How can existing programs be expanded and coordinated? Finally, what new programs are needed?

Consider the alternatives

During the first meeting you should begin to consider alternatives. It is too early to make decisions, particularly without the results of your survey. But people should be aware, from the start, that there are several good ways of providing needed after-school care for children. You may want to distribute copies of these ideas:

- **Private day care centers** could expand their program to care for elementary school children after school, and in the summer;
- **Churches** close to elementary schools could open school-age programs;
- **Homemakers** could operate family day homes for several children;
- **Firms or agencies** could provide facilities to care for employees' children;
- **The school district** could operate an after-school program or provide the facilities;
- **The city parks and recreation department** could share expertise and services
- **A non-profit agency** could be organized, separately or in combination with one or more of the above.

Establishing a non-profit agency

The people of your community may very well decide that the best solution for their problems with child care is one of the alternatives other than the non-profit agency. But since this booklet is based on the experience of one non-profit operation and is designed to present the ways in which such an approach works, let's assume that you have chosen to go the non-profit agency route.

Once the decision is made that a separate non-profit organization is the most desirable solution, several steps must be taken to accomplish this plan.

The agency should be set up as a legal entity, to meet state and federal requirements for child care and to be eligible for government funding or tax-deductible private contributions. The agency could be private, quasi-public, public, or it could become part of a legal entity that is already in existence. It should be flexible enough to permit provision of child care to families able to pay for care and to families who receive public assistance.

Study the laws and get a lawyer

Each state has its own laws which spell out the requirements for organization and certification of non-profit corporations. Note the regulations for inclusion in the organization's by-laws pertaining to purpose; election of officers and directors; what constitutes a quorum; how often meetings are to be held; the fiscal year.

Legal assistance will be necessary in drawing up and filing the necessary documents for information and in preparing by-laws. If the organizing group is a volunteer group, it may be possible to enlist the volunteer assistance of an attorney experienced in these areas of law.

Even if your legal advice is donated, incorporators need to be prepared to meet certain out-of-pocket costs for required filing fees and the like. Legal assistance also is needed in obtaining tax-exempt status from Internal Revenue Service.

Create a board of directors

The board of directors of the non-profit corporation will become the vehicle whereby policies are formulated, financing is developed, and an administrator is appointed. The organizational system should be planned carefully. What expertise is needed in board and staff? How will the agency's clients express their views so as to affect policies? What community resources must be represented?

The board's size and structure are especially important. Would a small, active board supported by advisory committees work best for your community? Or would a larger board be more effective? If the board is large and meets infrequently, will you need an executive committee which can act on the board's behalf? Will there be permanent committees or should committees or task forces be created as needs arise?

These questions do not all need to be answered at the outset, but some major organizational decisions will need to be made in order to write the by-laws for incorporation. No matter what board structure is eventually chosen, a continuing nucleus of energetic and effective members is essential for maintaining momentum for organizing and maintaining the program.

Selection of the board members is simplified if you work from the planned content of a program. With that in mind, it is possible to identify skills

to seek in the board members. The following are some identified skills: child development, education, financial management, the law, medicine, dentistry, accounting and bookkeeping, social services, and fund raising.

A board should have a good mix of men and women, racial and ethnic orientation, and interests and skills. Most of all, members should be willing to be active, involved participants in program organization, policy making, and financial development.

In general, a broad base of support, with a working board of 15 to 21 persons appears to be the best structure for the initial organization.

Obtain tax-exempt status

Once the board is organized and the agency incorporated, you may apply for tax-exempt status. Applications should be made to the appropriate state agency and to the IRS. IRS 501 (c) (3) exempt status will qualify the agency to receive tax-deductible gifts. Once you are granted exempt status, include mention of the fact in all the agency's brochures and other publicity.

Employ an administrator

The board determines when to employ an administrator and draws up the job description. Broad policy goals and administrative goals should be delineated. The administrator will be responsible for carrying out administrative goals, including the hiring of all other staff and for serving as staff resource to the board of directors and its committees. It is imperative that the administrator, with the resources of the board, design an organization that balances the time needed for administration and that needed for program implementation. Neither can endure without the other.

At this point the tendency of board members may be to relax and turn everything over to the administrator. Don't. The selection of a competent administrator relieves the board of daily tasks and many decisions. But the board still has the responsibility for policy setting and financing. The administrator must have a board which is willing to give careful consideration to policies and then back the administrator in their application.

Opening a center

With administrator and board in agreement on basic policies and funding devices the time has come to move toward child care.

Determine the target group

From the needs survey a decision must be made about the target group, the number to be served, the ages, and the geographical boundaries. The administrator will draw up an organizational plan that includes selection of children to be served, staffing, site, program and budget.

Note licensing requirements and other regulations

State licensing for day care facilities will determine the minimum requirements for the program, including staff-child ratio; staff qualifications; required square footage of space per child, indoors and outdoors; number of toilets and lavatories; safety requirements; health requirements. Some of the licensing requirements will need to be reflected on the child's application, such as permission for transportation. Specific information can be obtained from the state or local agency responsible for licensing and should be carefully studied.

If federal funds are to be used (Title 20 funds), Federal Interagency Day Care Requirements (FIDCR) will need to be met and may supercede state licensing requirements. They will also contain child developmental goals. Specific information can be secured from the state agency which administers Title 20 of the Social Security Act.

Analyze financial needs

Before final determination of child selection can be made, the methods of financing must be determined. The needs assessment should include some data on income and the ability for full or partial payment for the care. Quotas may need to be set for different groups, and priorities set if the assessed need is greater than the ability to serve.

Preliminary budgeting. Some estimate should begin materializing about the possibilities of the number of locations for programs and the number of children to be served. A preliminary budget should be made, giving some alternatives. This should include:

- staff—salaries, fringe benefits, and travel;
- supplies—consumable, administrative, center, food;
- equipment—establish a dollar minimum and life expectancy to distinguish between equipment and consumable supplies;
- other—insurance, rent, utilities, postage, transportation.

A preliminary estimate of income should be made, indicating the number of children that can be served with varying fee schedules.

An analysis of the budget should allow you enough data to begin making proposals to funding sources. It is important that you prepare a tentative budget before you approach any funding sources, such as government agencies or foundations. The most elaborate and imaginative program statement is useful in funding terms only if it is accompanied by a detailed budget which itemizes planned expenditures.

Funding source possibilities. The funding source possibilities are:

- In-kind space donation by a church, school, or other facility;
- Parent fees—full and partial;
- Federal Title 20 funds for low-income families administered by a state agency;*
- State, city, or county funds for match funds for Title 20 funds;
- Private donations, used for matching Title 20 funds or to supplement partial parent fees;
- CETA (Comprehensive Employment Training Act) Title 6 funds for public service employees to supplement regular staff;*
- USDA funds to reimburse food costs are available to non-profit child care organizations.*

Private funds. Plans for funding should be especially careful not to neglect private funds in the list of possibilities. Funds from private sources may be essential if you are to claim matching funds in full. They can also make a big difference in your ability to subsidize some family fees in cases where the family does not qualify for government funds. Private funds can enable you to purchase some items not allowable with contract funds, and they can provide cash flow and a cushion for unexpected expenses. They may be especially important for start-up funding.

Private donations may come from individuals, churches, United Way, service clubs, foundations, and industry—especially companies employing large numbers of women.

A creative way of raising funds from these sources should be initiated as early as possible. Remember that fund raising efforts not only undergird the program financially, but do much to increase your visibility in the community.

Fee assessment. Based on budget estimates, a cost per child will be estimated. This will be computed in monthly, school year, or annual costs, and the increments for payment will be determined.

Three categories for fee assessment are normal:

(1) Full pay by parents.

(2) Partial pay on a sliding scale by parents who qualify for Title 20 funds or for other subsidized funds.

(3) Exemption for parents participating in certain public assistance programs.

Money management. Special care is needed for estimating and planning to meet start-up costs. Cash flow during the beginning stages of organization can be crucial, and careful analysis of all anticipated funding for this period is important.

Both at the beginning and during all later periods, be alert to use money-saving procedures such as arranging purchase discounts and obtaining state sales tax exemption.

Don't be discouraged by failure in pinning down some of the sources of funds suggested. They are worth the time, effort, and sometimes frustrations when they help you provide care to children who otherwise wouldn't have it.

Record keeping and bookkeeping. Participation in government funding requires record keeping, including sophisticated accounting for funds, so begin your planning early for record keeping and bookkeeping. In developing staffing patterns and budgets, provide for competent persons to handle these functions. The board of directors should decide the methods of accountability needed from the staff on a regular basis.

Insurance coverage. Don't forget insurance when you are figuring budgets. You will need accident insurance for children and staff, and workmen's compensation insurance for staff. Unemployment compensation insurance, liability insurance, and insurance on property will be needed. Take state laws and requirements of the funding sources into consideration in setting up your insurance program. Fringe benefits may include such coverage as health insurance. Skilled advice on your insurance program is essential.

Select the site and size of the center

The board and staff will have to make the same assessments of possible locations recommended for consideration in the initial planning meetings. Schools, churches, recreational centers, and firms with large facilities are probably the best bets for non-profit after-school programs.

Elementary schools are the most suitable for centers since they are built and equipped for activities for this age child, there is no need for transporting, and the schools are usually in the child's neighborhood, which facilitates walking

*Federal programs, funds for them, and methods for their administration change. Ask your state social services agency for information about available funds.

home or pick-up by the parent. Another benefit in school districts where elementary schools are losing population in or near the central city is to allow surburban children to transfer to these schools for after-school care convenient to the place of work of the parents.

Well-equipped churches and recreation centers may also be good places if they are located near the school or if there is adequate transportation. If a place other than the school attended during the school day is used, safe transportation to the center must be well planned.

Highly desirable is a self-contained room (classroom with restrooms and water fountains attached) and access to the cafeteria and gymnasium, or other large space, especially for use in bad weather. Many areas would be acceptable with creative planning; however, it is essential to have easy movement of children between all areas: classrooms, cafeteria, school library, gymnasium, restrooms, water fountain, and access to the outside. Other important factors are storage for games and other equipment, materials, tools, supplies and food, including refrigeration, access to a telephone at all times, and a safe and attractive outside play area.

If a school is used, the agency and the school must agree on whether the center will operate only on days when the public schools operate. A need for child care still exists during many school holidays. The agency must determine if there are sufficient funds and staff to operate on an all-day basis on school holidays, including periods such as Christmas or Easter, when parents are likely to be working.

Agreement is also necessary as to the specific space in which the after-school program will operate. Designate exactly the rooms and outdoor play areas which will be used. Agree with the operator of the facility on such things as activities and behavior, storage, insurance, clean-up, security, financial arrangements, and channels of communication.

Select the participants

The need, available space, available funds, and eligibility criteria are all factors in making the final individual selection of participants.

Eligibility requirements will need to be established as board policy, for example:

a. The parent must be working, in school, in some assistance-related training program during the after-school hours, or disabled.

b. The child must be attending the school where the center is operating.

c. Children requiring special attention to meet special needs must have a doctor's letter and a consultant's letter recommending group care and giving directions for meeting special needs. (It is important to become acquainted with regulations for serving the handicapped.)

d. The parent must make a satisfactory fee assessment agreement, if appropriate.

e. The parent must complete an application form granting the facility staff permission to take responsibility for admitting the child to hospital or medical treatment in an emergency.

This is a sample of the type information necessary to protect the child and the facility.

Select the staff

Ordinarily the administrator or executive director is employed by the board.

Depending upon the number of centers and children, supervisory and support staff will be added. Besides the staff above to direct the daily program, assignments will need to be made to staff for:

- administrative responsibilities in the centers;
- curriculum development and staff training;
- purchasing and disbursing supplies;
- contracting with funding sources and other community resources;
- record keeping required by funding sources;
- bookkeeping and other office work;
- social services and parent contacts.

Personnel policies including job descriptions, training, hiring practices, fringe benefits, etc., will need to be developed and approved by the board as they are needed and as required by funding sources.

Center program

Plan the program

Child developmental goals, curriculum, scheduling, group management, concern and caring are all ingredients of a good program. An after-school program has different goals and objectives than a school program. These differences must be kept in mind in planning and operating a program.

The daily schedule of the child must be structured enough to give the child a sense of security and the staff control over group management. It must be flexible enough to allow for creative programming and to give the child choices, according to his or her interests. Especially must the after-school care be sensitive to the needs of the child after six hours of necessarily structured academic work.

Considerable attention should be given to the development of the goals for the program. It will take time, expertise, and effort to state the

desired direction the program will take. These should be stated in terms that the board, parents, funding sources, and staff will understand. These goals must reflect the perceived needs and expressed interests and concerns of the children, whether they be for cultural opportunities, recreation, constructive leisure time, a maximum or a minimum amount of programming, supervised free time or educational enrichment.

Write an outline of each of the development goals, examples of activities to be used, and a bibliography of resources regularly used This should be a part of staff orientation and should be available at the center for staff use and for parents to inspect.

Inform the parents

A program statement is given to each parent prior to registration. Briefly discussed in this statement will be:

- goals of the program
- children's need and special needs
- parental involvement
- social services
- staff
- behavioral expectations: facilities and boundaries; attendance, social behavioral rules
- developmental goals
- days of operation
- daily schedule
- field trips
- safety, sickness, accidents
- insurance
- disciplinary measures
- complaints and grievances of parents
- cost

Keep adequate records

Requirements of licensing agencies and funding sources need to be analyzed for data needed on children, their families, attendance, activities, and performance.

This data will need to be included on the following suggested forms:

- enrollment application;
- application for financial assistance;
- attendance records;
- children's needs and performance assessments;
- program activities scheduling;
- food program statistics, including menus.

Involving the community

Involve the parents

Parents are a great resource for the support and promotion of the center. You will want to develop a program for their involvement at the organizational stage and later. A parent advisory committee gives direction to program, insight into needs of children, support in problem solving, advice to the board and staff about policy and program matters, and can be an advocacy group in the community. Likewise, the agency can provide these same support services for the child and his family through a well thought out parenting program.

Offer social services

If there is a preponderance of low-income children in the target group and original staffing does not include a social worker, it would be well to designate one of the staff as the liaison for social services. Responsibilities could include assistance in filling out enrollment and financial assistance applications; arranging for medical and dental screenings with follow-up assistance offered the parents for receiving treatment where needed; consulting with the parents when special needs of the children are observed at the center; and aiding the parent in receiving services from community resources.

Provide cultural enrichment

There are many creative ways and many resources in each community to enrich the lives of children. To mention a few: cross-cultural experiences in all areas of town and with children of diverse economic and racial backgrounds; highlighting cultural events within the program; volunteer workers and participants from the community working in the center; use of cultural and recreational resources and educational and civic institutions if available in the city (university art and drama departments, public library, civic ballet company, city parks, and recreation department). Regular field trips to parks, museums, factories, etc., when they are nearby should be an important part of the program.

Fiscal management

A sound accounting system is absolutely essential. A qualified board member or staff person could do the bookkeeping or a consultant could be employed.

The board of directors will need to make fiscal decisions, including:

- what will be the form and frequency of financial statements;
- where to establish a bank account;

- whether a petty cash fund should be kept and how much;
- who will write and sign checks;
- what insurance is desirable;
- what fringe benefits should be made available;
- who will make the annual closing of the books, balance sheet, IRS reports;
- whether an annual audit is needed and, if so, whether it should be an outside or inside audit.

There may also be specific accounting procedures required by funding sources.

Summer care

Usually, where after-school care is needed, full-day, holiday and summer care are also needed. If regular classrooms are available, an all-day program will allow for more structured educational curriculum. It would include a breakfast program and lunch program, scheduled swimming and other physical activities, and increased opportunities for field trips. Coordination with the school district's summer programming and the city parks and recreational programs should exist where such are available.

A careful analysis of the need and the budget will aid the administrator and the board of directors decide whether to offer a summer program. The cost of summer all-day care will be slightly less than three times that for after-school care.

The summer program provides continuity of supervision and care for the children, but it also provides continuity of employment for the regular staff, which becomes very important in financing year-round employment and in the retention of desired staff.

Summary

Day care for the elementary-age child after school and during summer vacation is an increasing need in this country. Especially is this so for the low-income family with few alternatives for the activities of the children and for the children of working parents.

Usually where there's a real need there are ways and resources to meet this need, at least partially. But it will depend largely on the will and willingness of a number of individuals and groups in your community to make it work.

Section II of this booklet outlines the story of one agency that was created to meet this need 10 years ago—the Extend-A-Care Story in Austin, Texas.

For more detailed information on Extend-A-Care, you may order a packet containing a manual of operation, curriculum guide, program statements and other loose-leaf materials. These materials were prepared for the agency's own use. The cost for the packet is $15.

Extend-A-Care, Inc.
4006 Speedway
Austin, TX 78751
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II. The Extend-A-Care story Austin, Texas

The beginning

The story of Extend-A-Care began in the early summer of 1968. A family of mother, father, and seven children, ages 6 to 14 was referred to the Austin Urban Council (a coalition of Presbyterian churches) for emergency assistance. They had arrived in town with a trailer loaded with the family's possessions and attached to a car which refused to go any further. They were broke, with no job and no place to stay.

From mid-May to mid-October volunteers from the Urban Council kept in touch with the family. Gradually the unpleasant truth became apparent. This was a severely disorganized family which was at best neglectful of its children. From time to time physical injuries appearing on the children raised strong suspicions of abuse. When school opened, the neglect became more obvious in the struggles of the children to handle their school work. Efforts by the volunteers to encourage the parents to assume greater responsibility for the supervision of their children resulted in the volunteers being barred from the home.

Frustrated in their direct efforts to help the children handle their school work, the volunteers looked for another route. All of the children attended the same school. Perhaps they could be helped after school outside their home in a neutral setting. They weren't being supervised by their parents, who were both working by this time and often didn't come home until 8 or 9 p.m. or later.

The principal of Baker School confirmed that these children were not doing well in school, and that a significant number of other children also needed supervision and support after school.

Hyde Park Presbyterian Church, across the street from the school, caught the eye of the volunteers. Could this become the site for an after school program?

The next few months were used to collect a group of people interested in solving the problems of children such as these. Baker School was asked to designate a participant. Hyde Park Church named two persons in addition to its pastor to discuss the problem and possibilities. Other participants were associated with Urban Council churches.

By the summer of 1969 a board had been formed, steps had been taken to incorporate, and funds obtained from the Presbyterian Institute for Human Development in Louisville, Ky. A part-time staff person was hired, and 36 first through sixth graders participated in a half-day summer program for six weeks. Volunteers supplied supervision and Presbyterian churches provided snacks.

The troubled family long since had departed the scene. But a program had been born which retained a goal of improving the quality of life for children whose parents needed help in assuring constructive after-school activities for them.

During the summer of 1969 the board was involved with planning an after-school program for the school year. From the outset close communication was maintained with the principal of Baker School, and her recommendations for participants were sought. Activities of the summer

resulted in a grant from the Hogg Foundatin of $5,000 a year for three years. This financed opening of the first center in the fall of 1969 in Hyde Park Presbyterian Church. The Austin Urban Council allocated another $5,000 to the Extend-A-Care Corporation, beginning in January, 1970.

This original program served between 30 and 35 elementary school age children from 2:30 to 5:30 p.m. The part-time director was aided by volunteers from supporting churches and from the University of Texas.

A program of arts and crafts, creative play, home-type games, recreation, daily snacks, and frequent field trips was launched. The same format continues to be the basis for programming ten years later. Home visitation and contacts with parents have had high priority since the beginning.

New centers

In the fall of 1971, a school principal serving on the board of directors became very interested in serving the after-school needs in the low income, minority community where her school was located. The administration of the Austin Independent School District agreed to participate in a pilot project starting in January, 1972, using the Ortega School facilities, at no cost to EAC.

Another center was opened in Becker School in the fall of 1972, and the original center in the church moved across the street into Baker School. The next school year saw the opening of three additional centers for a total of six centers serving more than 200 children.

All the first six centers were in schools serving low-income neighborhoods. The last three of the six were made possible when Extend-A-Care received a funding contract from the Department of Health, Education and Welfare. The contract provided Emergency School Aid Act funds to enrich the lives of geographically isolated minority children. The six centers were located in different parts of the city and were serving almost equally the three principal ethnic groups in Austin—blacks, whites, and Mexican-Americans.

Parents who were able to pay for the care were beginning to ask for the program. It was also at this time when Title 4-A (Social Security Act) funds were becoming available for child care for working or job-training mothers of low-income families through the Texas Department of Human Resources.

With contracts for these 4-A funds, and later for Title 20 funds, Extend-A-Care has been able to expand its program to 19 centers caring for 500 low-income children and 300 children whose parents pay the full fee. In addition, a center for 15 severely handicapped children has been opened in Trinity Presbyterian Church.

The number of children in each center ranges from 37 to 74. To meet the required child-staff ratio there is a manager, an assistant, and an aide in each center with an additional assistant for each additional 15 children.

Present funding

Present funding sources are parent fees, Title 20 funds matched by funds from the City of Austin, the United Urban Council, and individual contributions. Other support comes from a contract for a CETA (Comprehensive Employment and Training Act) aide in each center, HEW-ESAA funds for special intercultural activities and a parenting program, and in-kind donation of facilities. These are provided by the school district in 18 schools, by the Methodist Women for use of their community center, by Westminster Presbyterian Church for office space, and by Trinity Presbyterian Church for the special center.

Other resources enhancing the program are university senior students in social work who do field placement under the supervision of an EAC staff person. They aid families in applying for care and offer their assistance in helping them find many services in the community to meet their needs. They also work on parent projects and special projects with the children, including medical and dental screenings and follow-ups for treatment where a need is indicated.

A substantial resource is reimbursement through the United States Department of Agriculture for snacks, and breakfast and lunch for low-income children during the summer months. The USDA is not only a funding source, but through requirements and consultation it helps ensure nutritional food for the children.

The Texas Department of Human Resources administers the Title 20 funds, provides technical assistance and training for the child development program, and monitors the program. Cooperatively with Extend-A-Care, DHR, through its child development program division, Social Services Branch, developed and produced resources for school-age day care. These are listed in the resource section of this booklet. DHR, through its Licensing Division, determines if Extend-A-Care is in compliance with state standards.

Other funding sources monitor the activities of

the agency's program as covered by the proposals submitted to them.

An overall agreement with the Austin Independent School District stipulates that Extend-A-Care operate in each school at the invitation of its principal.

This agreement is restated in the spring for the following fall. Parent needs, agreement of the principal, adequate space, and adequate funds are the criteria for opening new centers. The lack of any of these elements can close a center.

The board

The organization behind the agency is an 18-member board of directors, with five officers elected from the board. Members are elected for two-year terms; half the places are elected each year, so there will always be a combination of experience and a fresh point of view.

The board is tri-ethnic, reflecting the population served, and is made up primarily of persons with expertise and leadership experience in the total community. The school district is represented and the Texas Department of Human Resources. There are teachers, clergy, members of the legal and medical professions, and of the business community. There is at least one parent representative.

In order to enlist the participation of more parents, especially from the low-income areas, a parent's advisory committee has been organized, with branches at each center. The three-person center committee meets at least once a month and upon request of center staff for advice and ideas. The total Parent Advisory Committee meets quarterly and advises the staff and board of directors on program and policy. Active parent involvement is considered essential to effective operation and board and staff regularly evaluate ways to maintain such involvement.

The board of directors meets once a month. Each member serves on one of four standing committees: program, personnel, public relations, and finance. The executive committee is composed of the five elected officers. All committees meet as needed and bring policy recommendations to the board through the executive committee.

The experience of this agency demonstrates that where there is a community need that can be well defined, there are resources that can be tapped to meet the need, at least partially. It takes a willingness to bring together a myriad of these resources.

It might be well to verbalize two ideas that are in the offing. One is to experiment with home day care to reduce the long waiting lists in many of the schools for after-school care. A second is to encourage, join, or initiate a council for services to the school-age child in order to inventory, coordinate, and discover gaps in community service for this age child.

III. Resources: The school-age child

The need for out-of-school care

The increased number of working mothers is a major factor in the growing need for out-of-school care. See:

"The Working Woman" by Eric Green, *New Spirit Magazine*, April, 1979.

America's Children, 1976, National Council of Organizations for Children and Youth, Washington, D.C., 1976.

Statistical Highlights from the National Child Care Consumer Study, U.S. Department of Health, Education and Welfare, Washington, D.C., 1976.

The increased number of unsupervised children after school hours has resulted in increases in undesirable social and health practices among pre-adolescents and adolescents: excessive TV watching; non-nutritional snacking; obesity; sexual activity; early pregnancies; alcohol and drug use; and criminal acts.

To find information about the problems of unsupervised children look through current magazines and papers.

Where is the child along life's venture? What does the child need and want?

Providing quality after-school care for the elementary-age child requires that the care giver have a thorough understanding of the children for whom this care is offered.

The adult world is in large measure work-oriented. Adults have jobs to do. Children, too, have a job to do: to grow toward maturity. Each step toward growth represents a task for the child—a developmental task. Each age in childhood presents a new set of these developmental tasks. When the adult care giver works at an understanding of the child's growth and development, a difficult job becomes easier for both child and adult. Frustration is lessened, program activities are appropriate for each age group, and behavior patterns of the normal child can be more easily predicted and planned for.

The care giver who utilizes the wealth of information in the area of developmental tasks will be prepared to provide program activities which will match the developmental needs of all ages for whom care is provided. Facilities can be arranged to accommodate interests and needs. Activities can be built into the program which will take into account the varying levels of maturity of the children. Discipline, encouragement, support, and relationships will benefit from a thorough knowledge and understanding of developmental needs of the children.

One of the most important functions of the care giver is to assure children the security of working with adults who thoroughly understand the developmental tasks of the school-age child. Staff training time will include heavy emphasis on learning in this area. At the same time, care should also be given to learning to deal with children whose home environment, physical

needs, emotional problems or mental ability do not fall within the norm.

Suggested readings:

Child Behavior, Frances L. Ilg and Louis Bates Ames, Ph.D. (The Gesell Institute), Harper & Row, N.Y., 1955.

Developmental Tasks, David Elkind, Ph.D., Wiley, N.Y., 1978.

Childhood and Society, Erik Erikson, Ph.D., Norton, N.Y., 1950.

Your Child's Self-Esteem, Dorothy Briggs, Doubleday, N.Y., 1970.

The Child From Five to Ten, Louise Bates Ames and Glenna Bullis (The Gesell Institute), Harper & Bros., N.Y., 1946.

Children of Divorce Louise Despert, Doubleday & Co., N.Y., 1955.

Black Parents' Handbook, Harcourt Brace Jovanovich, N.Y., 1976.

Especially recommended: Information from the Gesell Institute of Child Behavior.

Program to meet the child's needs.

Day care routines and activities: These should be designed to complement the child's school day routine. In addition to providing a safe environment for relaxed, at-home type activities and the opportunity to work on school assignments if desired, the center should provide planned opportunities for meeting the individual child's needs, interests, and concerns.

Goals, such as these adapted from the Texas Quality Child Care Requirements, might be related to the development of a positive self-concept, communication skills, attitudes about the body, social skills, cognitive skills, values reinforcement, health practices, physical skills, and creative expression.

Carefully planned activities, field trips, special events, and intercultural projects supplement other activities and enrich the program. Activity packets, filled with suggestions, have been developed by Extend-A-Care and facilitate the goal-oriented activities.

Resources: School-age programs should draw on a large variety of community resources. Children can attend classes at community schools and recreation centers; they can visit libraries and parks. Volunteers from all areas of the community can work in special areas: one might teach woodworking or macrame. If university or college students are available, they can do field work with elementary music or athletics in the centers. Films and other materials can be obtained from the state health department. The state Agricultural Extension Service can be invited to train staff members in teaching expanded nutrition courses to the older children. Church and civic groups may contribute recyclable items for arts and crafts use.

The center will need a varied library. Most used books in the Extend-A-Care library are:

I Can Make a Rainbow. Marjorie Frank, Incentive Publications, Nashville, Tenn., 1976.

New Games. Andrew Fluegelman, Doubleday and Co., Garden City, N.Y., 1976.

I've Got Me and I'm Glad. Cherrie Farnette, Incentive Publications, Nashville, Tenn., 1977.

Ideas for Learning Centers. Elaine Moore, Fearon Publishers, Inc., Belmont, Cal., 1974.

A Calendar of Home/School Activities. JoAnne Brosnaham and Barbara Milne, Goodyear Publishing Co., Inc., Santa Monica, Cal., 1978.

Cultural Awareness for Young Children. Earldene McNeill, the Learning Tree, Dallas, Tex., 1975.

Growing Up Green. Workman Publishing Co., N.Y., 1973.

One of the most thorough and helpful guides is *Day Care for School-Agers,* developed by the Child Development Program Division and published by the Texas Department of Human Resources, Austin, TX, 1977. In addition to the book, the department has 28 slide shows under the general title of *School Age Day Care,* and covering such topics as "Nature Walks," "Puppets," and "Making Applesauce."

Periodicals in each EAC center include *Sesame Street Magazine, Electric Company, Ebony, Jr., National Geographic World,* and *Highlights.* Other resource magazines are *Teacher, Learning, Instructor, Ebony,* and *LaLuz.*

Equipment: In the Extend-A-Care program, movie and filmstrip projectors (and films for use with them), tape recorders, cameras, and cooking equipment are available.

Each center is equipped with essential supplies: shelves and storage cabinets, bulletin boards, first aid kits, boxes for children's files, snack service supplies, and cleaning equipment and supplies.

Outdoor equipment may include items such as gardening tools, water play equipment, building equipment, soccer balls, and jump ropes. For indoor use, equipment should include records and a phonograph, games and puzzles, art supplies, basic science equipment, dress-up clothes, and building toys.

Ingenuity of the staff will always be put to the test in setting up interest centers daily, particularly when the location is a school's cafeteria. Rugs, pillows, and movable dividers can be used to separate the large space into areas for reading, building blocks, dramatic play, table games, and arts and crafts.